

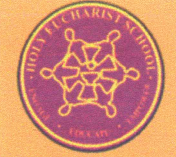


**Holy Eucharist Catholic Primary School**

**1a Oleander Drive, St Albans South. VIC 3021**

**Phone: 8312 0900 Fax: 9366 8192**

**[www.hestalbanssth.catholic.edu.au](http://www.hestalbanssth.catholic.edu.au)**



# **Grade 5PS**

## **Remote Learning Pack**

**Week 4, Term 4 Miss Patel and Mrs Shaw**

**25-27 October : Remote Learning  
Monday, Tuesday & Wednesday**

**28-29 October : On-campus Learning  
Thursday and Friday**

# REMOTE LEARNING TIMETABLE

Term: 4

Week: 4

Date: 25th October - 29th October 2021

By: Mrs Shaw & Miss Patel

Grade: 5PS

Time / Day	Monday 25.10 (Mrs Shaw)	Tuesday 26.10 (Mrs Shaw)	Wednesday 27.10 (Miss Patel)	Thursday 28.10 (Miss Patel)	Friday 29.10 (Miss Patel)
8:45am-9:10am	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	8:55am - 3:15pm - On-campus (Gate 4 O'Brien Dve)	8:55am - 3:15pm - On-campus (Gate 4 O'Brien Dve)
9:10am-9:40am	MORNING GOOGLE MEET	MORNING GOOGLE MEET	MORNING GOOGLE MEET	YEAR 5 STUDENTS ATTEND ON-CAMPUS LEARNING  ALL YEAR 5 STUDENTS ARE REQUIRED ON-CAMPUS TODAY	YEAR 5 STUDENTS ATTEND ON-CAMPUS LEARNING  ALL YEAR 5 STUDENTS ARE REQUIRED ON-CAMPUS TODAY
60 minutes	LITERACY	LITERACY	SEL		
			LOTE		
45 mins	LUNCH	LUNCH	LUNCH		
45 minutes	MATHS	MATHS	MUSIC		
45 minutes	INQUIRY	INQUIRY	ART		
			DIGITAL TECHNOLOGY		
30 mins	SNACK	SNACK	SNACK		
30 minutes	RELIGION	RELIGION	SPORT		
3:00pm-3:15pm	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off

REMOTE LEARNING TASKS

LITERACY	Learning Intention	Task
Monday	<b>LI: We are using our comprehension and inferring skills to answer questions about the text 'Boy Overboard'.</b>	Begin working on the Chapter Twenty, Twenty One, Twenty Two and Twenty Three 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of tomorrow.  Task: Students will work on their application for a Grade 6 Position of Leadership using the criteria and template provided. Students may use their SEL activity from W3 to write about their strengths, things they are proud of and things they are good at. The application will be submitted to Miss Patel and Mrs Shaw at the end of the session.
Tuesday	<b>LI: We are using our comprehension and inferring skills to answer questions about the text 'Boy Overboard'.</b>	Begin working on the Chapter Twenty, Twenty One, Twenty Two and Twenty Three 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of today.  Task: Students will work on their application for a Grade 6 Position of Leadership using the criteria and template provided. Students may use their SEL activity from W3 to write about their strengths, things they are proud of and things they are good at. The application will be submitted to Miss Patel and Mrs Shaw at the end of the session.

MATHS	Learning Intention	Task
Monday	<b>LI: We are learning about Number Patterns</b>	Complete the work set for you on My Numeracy for Patterns and Algebra. You can find these tasks by logging onto Essential Assessment, selecting 'Number and Algebra' and then selecting 'Patterns and Algebra'. An icon for My Numeracy will appear below. Please email your teachers if you have trouble with this.
Tuesday	<b>LI: We are learning about Number Patterns</b>	Complete the 'Number Patterns' worksheet. Please submit your work to Google Classroom.

INQUIRY	Learning Intention	Task
Monday	<b>LI: We are learning about needs and wants</b>	Complete the 'Clothes Stories' worksheet. Submit your work to Google Classroom and bring the worksheet to school on Thursday.
Tuesday	<b>LI: We are learning about needs and wants</b>	Complete the 'Needs and Wants' reading and questions. Submit your work to Google Classroom and bring the worksheet to school on Thursday.

RELIGION	Learning Intention	Task
Monday and Tuesday	<b>LI: We are learning about the history of our Church in Australia.</b>	<b>Read Chapter 15 from To Know Worship &amp; Love: 'Our Church in Australia'</b> Your access has been setup using your school google email account: (School Email address) <a href="https://app.kwl.com.au/year/5/15/5-15-our-church-in-australia">https://app.kwl.com.au/year/5/15/5-15-our-church-in-australia</a>  Students create a timeline about the key dates in the Catholic church's history in Australia and should submit this to Google Classroom on Tuesday.

Social Learning	Learning Intention	Task
Wednesday	<b>LI: We are learning to show gratitude</b>	<b>Task:</b> Think about 5 things you are grateful for. Write a journal entry explaining what they are and why you are grateful for them. Submit your work to Google Classroom.

### Week 3: Google Meets - Focus Groups

MONDAY 25.10 Mrs Shaw	TUESDAY 26.10 Mrs Shaw
BAS Testing with Mrs Shaw (Advised during Morning Google Meet)	BAS Testing with Mrs Shaw (Advised during Morning Google Meet)









## Comprehension

1. Why is everyone frustrated while they are waiting for the boats?
2. Why do you think no one joined in the soccer game with Jamal and Bibi?
3. Did Bibi and Jamal make the right choice to try and get the ball? Why do you think they made that choice?
4. How did Jamal and Bibi get up onto the boat?
5. Why did the people move away when Bibi lost her temper?
6. Do you think it's a good sign that the boat doesn't have radar or radio?

## Vocabulary

1. stuffy
2. compound
3. fret
4. clamouring
5. wallops
6. shafts
7. ballistic
8. radar
9. mournful
10. churning
11. restrain
12. anxious

## Look Deeper

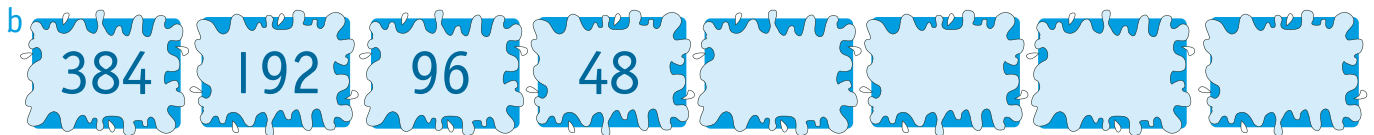
Jamal really jumps overboard in these chapters when he jumps in the water to try and rescue Bibi

1. Do you think Jamal did the right thing?
2. Why do you think the author wrote that twist into the story?

1 Work out the rule and then complete the pattern.

a 

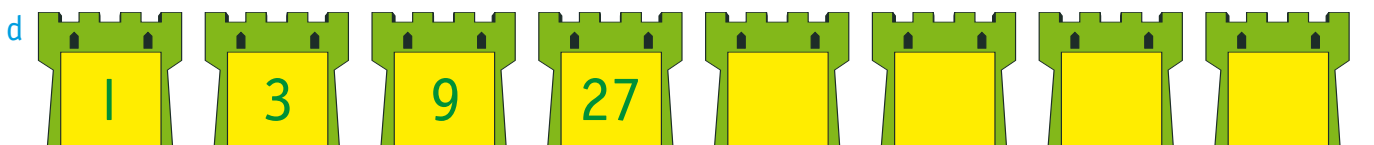
Rule \_\_\_\_\_

b 


Rule \_\_\_\_\_

c 

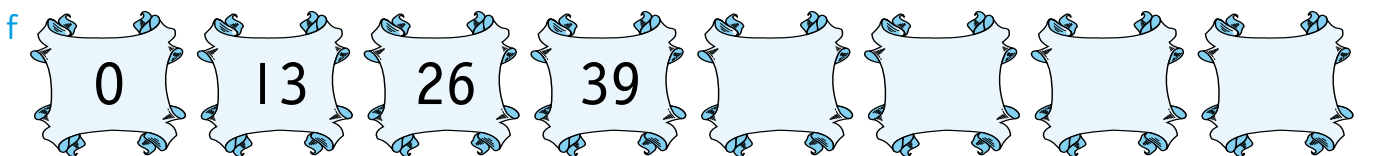
Rule \_\_\_\_\_

d 

Rule \_\_\_\_\_

e 

Rule \_\_\_\_\_

f 

Rule \_\_\_\_\_

2 Make up two patterns. Swap with a friend to write the rules and complete the patterns.



a Rule \_\_\_\_\_



b Rule \_\_\_\_\_



# CLOTHES STORIES

Record your ideas in the table below

One example has been given to you to get you started.

Set out your work neatly and clearly.

<b>LIST ALL THE ITEMS OF CLOTHING AND ACCESSORIES YOU CHOSE TO WEAR ON THE WEEKEND.</b>	<b>WHY DID YOU CHOOSE THIS ITEM? (Explain.)</b>
Jeans	Because they're comfortable.



## Defining needs and wants - 1



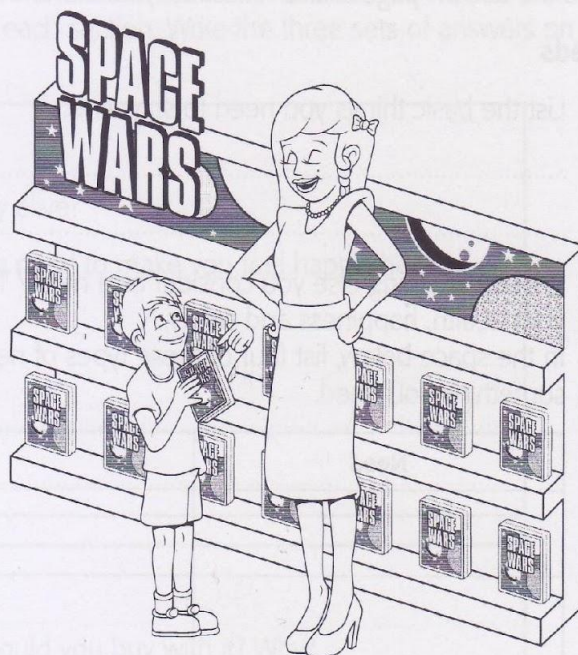
### 'But Mum, I need this new toy!'

Does this sound familiar? Have you ever seen something at the shops you felt you desperately needed? Cast your mind back to the situation. Was it really something you needed or was it just something you *wanted*? Is there a difference? And is this important?

Well, to people who study economics and consumers (people who purchase goods and services) there is a difference. And it is an important one.

Let's begin by considering what a need is. At a basic level, the things you need are those things that help you survive—water, food, shelter, clothing and air to breathe. You might also consider other things as needs too; things that keep you safe and healthy and make you feel valued. These might include family and friends, and services such as education and health care. Defining needs can in fact raise a lot of interesting questions. For example, do we need money? You might consider it to be a need but some people live quite happily without it. Do you need a car? If someone lived a long way from their workplace and there was no public transport option, this might well be a need for them. People's needs also change as they grow older and deal with different situations, such as health changes. You can see how hard it is to define needs!

Now let's think about wants. Are these any easier to define? At a basic level, a want is something we would like to have. But it gets tricky! An economist would say that while a consumer's needs can be satisfied, their wants never are. For example, let's say you save up your pocket money to buy a new game console. It's great for a while—you can play all the latest games. But a year later, a new console appears at the shops, along with new games. To your dismay, the new games don't work on your old console.



Now you want the newer console so you can play the latest games and talk about them with your friends. It's expensive but you decide to pay the money. Then a year later, another console appears that has better graphics and sound than the first two. How annoying! Now you want that one, even though your first console still fulfils your basic want to play games. Companies that produce goods like these are very clever at keeping consumers wanting the latest and greatest.

Wanting things can also cloud our judgement of what we need. For example, we all need to eat. But that doesn't mean we need to eat a hamburger and chips for lunch! A plate of vegetables and a glass of milk might fulfil all the nutritional requirements we actually need from that meal. But on the other hand, if all we did was fulfil our basic needs, our lives wouldn't be very much fun! The best idea is to find a balance between our needs and wants and not spend our money unnecessarily as a consumer.

As you've seen, this is not always easy to do.





## Defining needs and wants - 2

Read the text on page 3 and reflect on your own needs and wants.



### Needs

1. List the basic things you need to stay alive.

.....

.....

2. Is there anything else you consider as a need? These might be things you think are essential to your health, happiness and safety.  
In the space below, list four of these types of needs. Next to each, write why you consider it be something you need.

Need	Why do I need it?

### Wants

3. (a) List your top 3 current wants.

.....

.....

.....

- (b) Is it possible that having any of these things could lead you to wanting more? Explain your answer.

.....

.....

.....

4. Describe a recent occasion when you did more than fulfil your basic needs. Was it worth it? Say why or why not.

.....

.....

.....

Name: \_\_\_\_\_ Class: \_\_\_\_\_

diǎn cài  
Ordering food 点菜



1. 我想点牛肉面。wǒ xiǎng diǎn niú ròu miàn.

Translate: \_\_\_\_\_

+

2. 我想点鸡肉饭。wǒ xiǎng diǎn jī ròu fàn.

Translate: \_\_\_\_\_

+

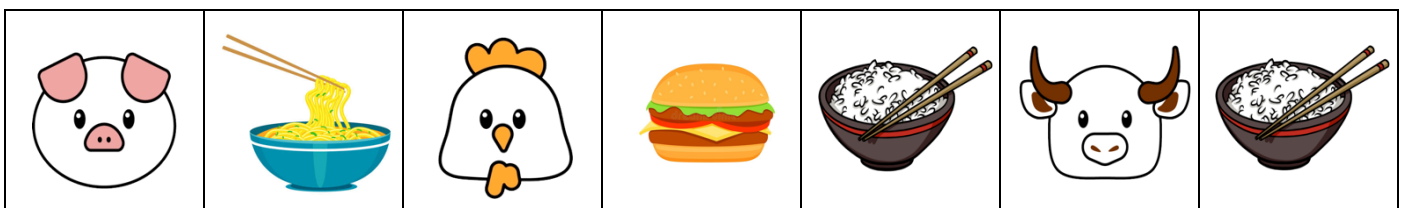
3. 我想点猪肉饭。wǒ xiǎng diǎn zhū ròu fàn.

Translate: \_\_\_\_\_

+

4. 我想点汉堡包。wǒ xiǎng diǎn hàn bǎo bāo.

Translate: \_\_\_\_\_





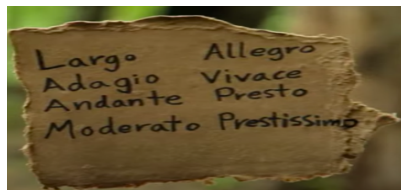
# Music Term 4 Week 4

## Gr. 3-6

▶ Class Notes: Fast or Slow Means Tempo

Watch the video and answer these questions.

1. In English what does tempo mean? \_\_\_\_\_



2. These words are called \_\_\_\_\_ markings?

3. Why is tempo important?

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4. What game did the lumberjacks like to play?

---

5. What 3 speeds (with BPM) did they use when playing the game?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



## Week 4 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 4 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

### STUDENTS:


If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).






Please do these activities or get outside and get active with siblings or adults. (If weather permits).

Remember to HAND IN your work by posting a picture and answering the two questions for the main activity on Google Classroom. (Class Dojo for Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on: [heribert.herrera@hestalbanssth.catholic.edu.au](mailto:heribert.herrera@hestalbanssth.catholic.edu.au)

<p><b>Warm-Up 5 Minutes</b> I'm learning to warm-up correctly.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Learning Intention:</b> I'm learning to warm-up by dancing silly.</p>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Water Bottle</li> <li>• Yoga mat (if you have one)</li> <li>• Space to exercise</li> </ul> <p><b>Warm Up Video:</b> <b>Link:</b> <a href="#">The Daily Warmup Video for Virtual PE Class</a></p> 
<p><b>Activity or Skill</b> <b>Yoga Sessions</b></p>	<p><b>ACTIVITY</b></p>

<p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I'm learning to push myself and see how fit I am during this yoga session.</li> </ul>	<p><b>Link:</b><a href="#">20 Minute Full Body Workout - No Equipment Needed   The Body Coach TV</a></p> 
<p><b>Warm-Down</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I'm learning to stretch correctly after my main activity.</li> </ul>	<p><b>Warm down:</b> Choose which videos you want to do or watch both videos to cool down.</p> <p>Link: <a href="#">Lower Body Stretching with Mr Herrera</a></p>  <p><a href="#">Upper Body Stretching With Mr. Herrera</a></p> 

Stay Safe and take care of your family.  
**Mr. Herrera Physical Education Teacher.**



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**Year P - 6, Term 4 Weeks 4 & 5: STEAM**

**Have you ever ridden a roller coaster?  
Have you ever wanted to design your own?  
Well today you can make your own roller coaster!**

## PLAN & DESIGN

**Step 1:** Draw your design in the box below.

**Step 2:** Make a list of the materials & equipment you will use.

**Step 3:** Explain why you chose to use these materials.

--

## CREATE

**Step 4:** Make your roller coaster.

**Step 5:** Take a picture of the roller coaster or video the roller coaster in action.

## TEST & EVALUATE

**Step 6:** Test your roller coaster. Does it work? How well does it work?

**Step 7: EVALUATE** the roller coaster.

<b>Was your design good? Explain why yes or why no?</b>	<b>Did you make a good choice with the materials you used? Explain why you said yes or Why no?</b>	<b>What could you do better or what would you change next time?</b>

**Step 8:** Hand in your planning sheet and the Video/Photo of the roller coaster. You can either upload your work to your folder on DOJO/GoogleClassroom or you can send it to me as an email to [vivianfaraj@hestalbanssth.catholic.edu](mailto:vivianfaraj@hestalbanssth.catholic.edu)



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## Grade 5 and 6

**Learning Intentions:** We are learning to make Christmas trees in black and white inspired by the artist named Seurat who used Pointillism i.e., working with dots. (Research and find out more about his art in Pointillism)

### Materials you will need:

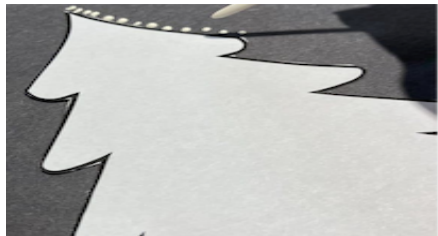
Black/White A4 papers

White acrylic paint

tooth pick or back of a match stick



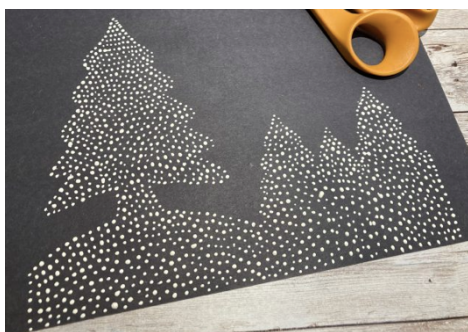
- Step 1 Draw your own Christmas trees on a white A4 sheet of paper with a pencil. Cut around the stencil as shown.



- Step 2 Secure your stencil on the black A4 sheet on the 4 corners with bits of masking tape to stop the paper from slipping. Using a toothpick, dip in the white paint, outline with white dots on the black paper.



- Step 3. After completing the outline with white dots, remove your white stencil carefully.



- Step 4 Fill the space inside the trees by dipping your toothpick in white paint and filling in with dots to create this amazing picture for Christmas art

**HAVE FUN!!**